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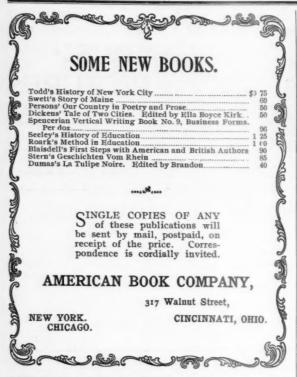
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No. 12.

MEMERICAL MEMERICAN MEMERI

THE SCHOOLMASTER OUTSIDE THE SCHOOL-ROOM.

BY CHARLES W. PARKINSON, Superintendent Edwardsville Public Schools.

The teacher's work is an art, and as such should be studied and mastered: In a word, the teacher should be an artist. Mastery and success crown only efforts that are well directed, and that spring from a comprehensive and correct understanding of facts and relations. Breadth of view from accepted standpoints, and an insight that penetrates beneath surface conditions, are necessary for the best results. Scholarship sufficiently broad to cover the requirements of an average curriculum, supplemented by special training for the work, is not a sure guarantee of success. The right performance of school-room duties is important and essential, but there are duties and obligations outside the school-room which the teacher should not ignore. And these requirements are none the less imperative because not imposed by those in authority.

The teacher is confronted by problems numerous and unique. In fact, the teacher's sphere is a broad one—much broader than the narrow limits of the school building and premises. The arena of his activities is commensurate with the entire community in which he labors. Indeed, it may be said that the teacher's vocation imposes duties more varied than any other profession. The qualifications necessary for the proper discharge of such duties are therefore correspondingly varied and important.

In the first place, the teacher should be a full-orbed man or woman, possessing not only culture and attainments of a high order, together with sound judgment, but possessing that which transcends all things else in value—an exalted character. "What a man may know, and what he can do, are questions of little importance, compared with that other question concerning what he is in himself. Upon what he really is depends his choice between right and wrong, and hence, his fate in this world and the world to come." The teacher should be the embodiment of honor and upright purpose. His motives should be unselfish, his aims high,

and his earnestness and zeal for the right should know no limit.

Many States, perhaps all of them, have enacted into law the requirement that all candidates for certificates should have good moral character. Such laws are based upon sound principle and ample justification, and are a response to a popular demand. Parents and guardians generally, irrespective of the standards by which they regulate their own conduct, express with emphasis their preference for teachers who are men and women in the highest sense. Such laws are most beneficial when enforced, as they protect the schools and society from the immoral teachings of example if not of precept. These laws, I am pleased to state, are, as a rule, rigidly enforced by those in authority.

A teacher's conduct during school hours should be above suspicion or reproach; but no more so than his conduct on the street, at his hotel, in society, in the stores, offices, and other places of business. It is the teacher's conduct outside of the school that gauges his reputation for morality in a community. The six short hours when the teacher is busily engaged in the actual work of the school room do not furnish the only opportunity to take his moral measurement. Self interest and a decent sense of propriety will urge a teacher to a reasonable observance of moral principles in the presence of pupils. If a teacher is uniformly exemplary before the school but offends the proprieties and insults the moral sense of the public by base irregularities outside, his bad reputation will be established without mistake. The scorn of outraged society should rest upon him, and hasten his exit from the profession. Nor does it require much offending to compromise a teacher, and negative all good performances of the past.

It may seem idle for me to say that the moral standards are applied to teachers more rigidly than to any other class of persons, the ministry, perhaps, excepted. A minister's reputation for truth and veracity should never be questioned. Is this not equally true of teachers? If lacking in this essential, their unfitness to teach is demonstrated without further investigation. What can be more demoralizing or disastrous to a school than the settled conviction in the minds of the pupils, implanted there by their own observations and by current report of the community, that the teacher respects not his word and that the truth dwells not in him? Any misrepresentation in regard to professional preparation or experience, or credentials, or any equivocation in a business transaction, may damage a teacher's use-

fulness beyond repair. Is the teacher who resorts to subterfuge or lying by concealment or otherwise, fit to be trusted with the guidance of children?

To truthfulness the teacher must add that kindred virtue-honesty. This is deemed indispensable to the success of the merchant, the banker, and business men generally. It applies with equal force to those of the teaching profession. Should the teacher of children, the vast majority of whom are honest, be himself dishonest and untrue? Should he not be honorable, and pay his financial obligations in full? It is fitting to remark that a teacher should have some financial standing, although his income may not be large, and his bank account proportionately small. Slowness in the payment of debts-board bills, tailor and store bills, or the accumulation of unpaid interest, works an injury to the reputation of any one, whatever his vocation. A teacher should never be extravagant, and should exercise business caution, avoiding doubtful investments, and embarrassing entanglements in the debts of others. Many a promising career in the profession as well as in business has been clouded or wrecked by financial blunders.

A teacher should be strictly temperate, as well as truthful and honest. Intemperate habits not only disqualify him for the proper discharge of his duties, but wholly ruin his standing and wreck his usefulness. His associations should be such as not to compromise his manhood or his profession. His companions should be reputable, calculated rather to exalt than to degrade him. His reputation for sobriety and decency should be well established. Dr. Rice, speaking through the Forum, has said: "The general aim of the elementary schools of our country, is to develop a moral individual, endowed with culture, refinement, the power of independent thought, the ability to earn an honest livelihood, and a broad and intelligent interest in human affairs." If it be true that education has for its object the developing of a moral individual, then the teacher's relation to the great moral questions of the day is worthy of consideration and cannot be ignored; in fact, his views concerning them should be so well defined that no one can misunderstand or dare to misrepresent him.

The eyes and ears of the parents and patrons are ever alert, and they detect with unerring accuracy any deficiency or irregularity, or deviation from the path of rectitude. If a teacher be just and honorable in all his actions in a community, his school will reflect the general sentiment regarding him. On the other hand, if his conduct be reprehensible, the school is not unaware of the fact, and withholds its respect and confidence accordingly. In short, in the school-room and out of it, the teacher is within the focused view of the public, and this fact he should not forget.

It may seem commonplace, if not out of place, to remark that a teacher's personal appearance, his dress, his bearing, his walk, are matters of importance. Untidiness and slovenliness greatly discount a teacher—either man or woman. In truth, uncleanly habits denote a moral defect, for true morality insists upon purity, cleanliness and order. The soul finds expression in various ways. Our clothing, even, may denote an ideal of either a high or a low type. Expensive attire is out of the question, but a man whose suit is soiled and untidy, whose linen shows corresponding

delinquencies, whose face is unshaven, and whose shoes are uniformly unblacked, is an offense to polite society. The effect of such a "make-up" is, to say the least, not refining, but is prejudicial to a great degree. The schoolmaster out of the school-room-and in it as well-should dress like a gentleman, should have the manners of a gentleman, and should be reserved, dignified, and courteous, and by every word and act inspire confidence and esteem. These considerations are practical for the reason that the teacher, by virtue of his or her position, is influential in a large measure, and that this influence affects children who are by nature imitators. It has been truly said by a well-known school man that, "Imitation is so strong a trait in children that if the teacher stammer, some of the children will stammer. If he be an egotist, many of the children will become egotists. Plato was stoopshouldered; one-half of his pupils walked bent. With children, teachers are more than ideals -they are realities." The teacher should be a person refined in manner and speech, of wide reading and much reflection, of intellectual habits and tastes, a lover of books, a student of the basic principles that underlie society and institutional life, a reader of current events, and a close observer of the trend of public opinion on all great questions and issues of the day. He should be a full man, with his varied knowledge at a moment's command, inspiring the confidence of the public in his qualifications to lead, instruct and arouse into mental activity all who come under his immediate influence.

The schoolmaster's professional work out of the school should be systematic and be energetically prosecuted. He should be an earnest and thoughtful student of the history of education, and fully abreast with the modern principles and practice of teaching; but in his enthusiasm, and eagerness to advance, let him beware of grasping every new idea promulgated, which may, perchance, have no merit but newness, and let him carefully weigh and discriminate between the practical and impractical, between sound principles and "fads." Much reading of educational authors will prove a tower of strength, and bring a rich reward. Such pedagogical authorities and master minds as Horace Mann, Page, White, Bateman, Harris, Morgan, Edwards, Parker, Canfield and Tompkins, are great motive forces; they strengthen, they quicken, they inspire. Their writings are the life-blood of master spirts-writings that are born of life and, in turn, create life; writings which, breathing. give breath to flagging teachers. They are reservoirs of vital power whence flow streams of life into thousands of men and women, without losing their own supply.

A teacher's life should have respect to uniformity and consistency. Let him not exhibit his learning and culture before pupils, and, at the same time be a careless conversationalist in the social circle, or an idle jester on the streets. Let him not teach them uprightness by precept and be opposite by example. "The world has more need of living example than dead precept," says an author. Do not discourage a manly boy of fifteen with a sickly lecture about his duty to God and man, but exhibit in your daily intercourse with him a moral purpose which evades formal expression." A true teacher—a gentleman or lady—will not have a different dourse of conduct for school hours and

hours of recreation—will not live a double life of absurd contradictions—will not be a Dr. Jekyl before his pupils and play the part of Mr. Hyde before the world.

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A teacher should never forget for a moment that he is a member of society and a citizen, and that these relations impose responsibilities from which he cannot escape. The social circle affords a rare field for usefulness, and, while not neglecting his duty to his school, there are social duties which require attention. If he acts with judgment and discretion, his example and influence will be helpful to young and old—in uplifting the ideals of society—in helping to direct the progress of the community in knowledge, brotherly love and good citizenship. Unquestionably, a wide acquaintance with parents and patrons, and the home life of the children, aids the teacher in his work and makes more effective his influence over them.

The educational and moral agencies of a town or community should receive the willing and hearty support of teachers generally. Chautauqua and reading circles, temperance societies, debating clubs, Sabbath schools of whatever name or denomination, should have a friend and defender in the teacher. It is impractical, of course—in fact, impossible, to be actively identified with all the different lines of work which I have indicated, but each and all of them should have a teacher's unqualified indorsement. Let teachers remember that they may be a moral force and an intellectual stimulus in a community, and that society expects their co-operation, at least, if not their leadership.

The schoolmaster should be a student of politics in the broad sense. He should have a thorough understanding of political questions based upon close study and research. He should know the facts of political science and be able to express his views. In the advocacy of his opinions he should be firm and not be unduly influenced by politicians and political platforms. He should be more interested in being right than in the success of any party organization. He should be fair and candid, and free enough from prejudice to accept the truth from any source. He should not engage in heated controversies or political wrangles-should not be a part of the "machine," and should not co-operate in the ways and means of "practical politics," so called. He should bear in mind that there are two sides to every question, and that there are honest differences of opinion in politics as in other matters. To hold an opposite opinion from your own does not prove one a knave or an ignoramus. The schoolmaster should represent the manward side of life, and in politics should stand for right principles and policies. Let convictions of what is true, just, and right, be the directing and controlling power in the performance of duty. Votes and majorities are primary considerations with a certain class of political leaders, but with teachers they should be secondary to moral considerations, which alone should guide them, not only in politics, but in all affairs of life.

All political and social reforms depend in no small measure upon the training of the rising generation. Here the teacher's profession approaches statecraft and becomes clothed with a new dignity. As education is the germ of all other improvements and all schemes for the improvement of society must fail without it, therefore it follows that the

profession of teaching requires men and women of broad attainments, of enlarged and liberal minds and winning manners. The supreme duty of the teacher outside the school-room is self-improvement along the line of general culture and moral excellence, else his influence upon pupils and public will not be ideal. It needs only to be mentioned to be recognized as the greatest power in the life of the teacher, as it is in the life of all men, is the power of personality-a personality which wins confidence and esteem-a personality which throbs with energy and enthusiasm-a personality which rouses to thought and action-a personality which warms and inspires-a personality of so commanding a quality that the teacher's power shall be unquestioned-his "right of way" unchallenged. The personal influence of the teacher is more lasting than the text book facts he teaches. He is more than books and authoritieshe is inspiration and life. History furnishes abundant illustrations of the effect of personality in teaching. No stronger element in the formation of character can be found. Scores of our greatest men attribute their success in life. not to natural gifts, nor environment, nor books, nor method -though each has its own value-but to the towering personality of some instructor of their youth. The influence of Mark Hopkins on the life and character of James A. Garfield is well known. President Garfield himself once emphasized this point when addressing the National Teachers' Association, convened in Washington. He said: "You are making a grand mistake in education in this country. You put too much money into brick and mortar and not enough into brains. You build palatial schoolhouses with domes and towers, supply them with everything beautiful and luxuriant, and then put puny men inside. The important thing is not what is taught, but the teacher. It is the teacher's personality which is the educator. I had rather dwell six months in a tent with Mark Hopkins, and live on bread and water, than to take a six years' course in the grandest brick and mortar university on the continent."

I conclude this paper by repeating my initial thought. The teacher's work is an art—and the teacher should be an artist. Be a power in the school-room, a skillful instructor, a master in discipline, an authority on pedagogy, including concentration, correlation, apperception, the culture epochs and what-not—but bear in mind some of the practical points of life outside the school-room, which I have endeavored to place before you, without which in my humble judgment, there never can be true success.

Edwardsville, Ill., November, 1899.

What bliss, what wealth, did e'er the world bestow on man, but cares and fears attended it.—May.

He is not worthy of the honeycomb that shuns the hive because the bees have stings.—Shakespeare.

Here is a day now before me; a day is a fortune, and an estate.—Emerson.

He who loves not books before he comes to thirty years of age will hardly love them enough afterward to understand them.—Clarendon.

HINTS ON THE TEACHING OF ENGLISH.

BY EDWIN A. GREENLAW, A. M.

- 1. The teacher in the grades deals with English in his reading lesson and in his work in language and grammar. From the very first he should teach literature, and should apply the same principle as given higher instruction in English. In the high school, more advanced work should be done, and the object should be to make the pupil acquainted with the world's literary masterpieces; to develop his power of imagination and of feeling; to cause him to think; and to assist him to gain fluency and accuracy of expression.
- 2. The teaching of English should be such as to require methodical work on the part of the pupil, and plenty of it. A great source of weakness lies in the vagueness of method employed by incompetent teachers. The lesson degenerates into a mere oral drill upon inflections, or a meaningless repetition or paraphrasing of the thought, or a discussion of points in criticism, history, and science foreign to the understanding of literature. The subject is difficult to teach because it is easier to be vague than to be exact, to be contented with faulty preparation than to demanding fruitful work. The teacher has no more important work than the teaching of the mother tongue, and he must see that his pupils do not slip through their work in a careless way because of lack of knowing exactly what to do.
- 3. The last named point suggests the fact that the teacher of English must be exceptionally well prepared if he hopes to make his recitation a success. It is easy to ask simple questions which call for no thought and which can be answered by a slight paraphrase of the words of the book. The successful teacher carefully plans his work and thinks out every step beforehand, so that his recitation moves with precision. It is well to use small pieces of pa per about the size of an envelope upon which to write the plan of the lesson for the day. This statement should contain three points: First, the outline or lesson plan; second, the object which the teacher hopes to gain by the presentation of the lesson; and, third, the assignment of the lesson for the next day. Under a fourth head the teacher may profitably state the result of the recitation, how the plans worked in practice, the interest of the pupils, and any other point calculated to make the teacher a student of pedagogy, not from books, but from life. These slips may be preserved for future reference by placing them in a large envelope. If the teacher does not plan for his recitation and note the effects day by day, his work will degenerate into mechanical time serving, having no grasp of underlying principles, but haphazard and without precision of results. The teacher must first be a thinker himself, if he would make thinkers of others.
- 4. Composition should have an important place in all teaching of English. It is not necessary that there be a separate class in composition; all the work of the school can be made to contribute to giving to the pupil increased power of expression. Oral composition is an important factor. Each day the substance of the lesson should be given in fluent recitations by several pupils. Interspersed with this must come constant drill in written composition. Let sub-

- jects be assigned which are based upon the lesson in literature, or which admit of treatment similar to that studied in the recitations. Reviews may be made profitable by calling for oral or written work based upon the part of the text already studied. It is well to use the blackboard for composition work, because students can observe the writing done by other members of the class and the teacher can make his criticisms more effective. It is a mistake to think that essay writing is the only profitable work in composition. In the paragraph the pupil makes the same kind of mistakes that he makes in the essay. There should be constant writing of paragraphs, in class, at the seats, at the blackboards, and at home. Cut heavy manila paper into strips about four inches long and one inch wide. On these slips write numbered topics for paragraphs and send the class to the blackboard for work. This is a very effective method when rightly used. Of course, the teacher should correct all the work before the class, but it is a profitable exercise to have students change places with each other at the board and criticise work done by their
- 5. The constant effort of the teacher of English must be to develop power to original thought. He must see that pupils understand, and to this end must be careful how he frames his questions. Let the teacher practice writing out two or three questions each day based upon the lesson for the next day and calling for original thought. Let these be assigned to the class for written work. It will give new interest to the study. The teacher should prize highly every evidence that his pupils are gaining in power to think for themselves. The reason why so much teaching of English grammar is barren of result consists in the fact that pupils are allowed to rattle off mechanically the recitations based upon parsing and analysis. Parsing is of no avail unless it assists to the clear comprehension of the meaning of the sentence, and very ofter the question "Why?" asked of the pupil who recites so glibly will show a lamentable failure to understand either the thought, or the relation of the word to the sentence, or the real meaning of the rules so easily repeated.
- 6. In the teaching of prose masterpieces constant attention must be paid to this grasping of the thought. Few people have the power to gather thought rapidly and accurately. Test yourself by reading a paragraph on some serious theme, then closing your book and writing out what your remember. Test your pupils in the same way, varying the exercise by calling for oral reproduction of the paragraph. Frequently call on some pupil other than the reader. Another very effective method is to require the pupil to bring to class a paper containing the subjects of the paragraphs in the lesson, stated in retentive form. Let these reports be compared. It will be found that they differ widely, and that comparatively few succeed in phrasing in a single short sentence the essential element of a paragraph. Correction should be made by the pupils, and the work left at the desk at the close of the recitation period. When the prose selection has been completed, let the pupils review the whole and fix the details in mind by constructing an outline.
 - 7. Success in the teaching of literature depends very

largely upon the personal element. The teacher who is himself a student of great literature, whose enthusiasm for his subject is apparent at every step, and who comes into personal contact with his pupils, will be successful. Literature deals with soul; how necessary is it then that in the relation between teacher and pupil there be established a spirit of helpfulness and sympathy on the one hand, and on the other confidence and respect. The teacher of English has rare opportunities for learning of the innermost life of his pupils. By the very subject matter the emotions are touched, sympathy is aroused, while enthusiasm over noble thoughts and love for high ideals follow naturally.

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8. One of the chief educational values of literary study consists in constant drill the pupil is given in appreciating the difference between the essential and non-essential. Life is a success or a failure in proportion as one appreciates what is for him essential and rejects all else. Every man is fitted for some particular work. If he does this work, he has solved the problem by grasping the essential. If he fail, it is because he has mistaken some minor thing for the true thing he was put in the world to do. The man who, fitted to be a farmer, aspires to city life and spends bis days in a clerkship where he might have made a success in the line of agriculture, has mistaken what was for him essential. The business man who acquires a love for wealth which leads him to mistake the means for the end, has failed to appreciate the difference between the essential and the non-essential.

The relation of the school to life in this, as in other respects, is most important. The boy who fails to see the difference between a dependent adverbial clause and the main clause, and who says that the subject of the sentence is in the subordinate clause, is only making the mistake of failing to understand the difference in values. The student who fails to grasp the main thought of the paragraph, the thought to which all else is subordinate, is committing the same error. The teacher must see to it that in all the school work sharp distinction is drawn between that which is of paramount importance and that which is of little consequence. It is the function of the school, not to give knowledge, but to give power.

Northwestern University, Evanston, Ill. November, 1899.

"WHAT CAN THE COUNTRY SCHOOL DO TO KEEP THE BOY ON THE FARM?"

Synopsis of an Address Before the St. Clair County, Illinois, Teachers' Association.

BY FRED T. ULLRICH.

I must first give you my idea of the country school. The country school is composed of teacher, parents and children. These three parties taken together comprise the country school. If we try to separate one of these factions from the other we have something that is not a country school. Then, I think of the combined influence and cooperation of parents, teacher and children to keep the boy on the farm.

Let us follow the life of the farmer boy, from birth on. He begins his existence as any other member of the human family. We notice him next, just old enough to walk and to talk. What does he do? He makes mud pies, makes war on the ducks and chickens, straddles the broomstick and speaks of these and other things as his possessions. We also notice that when mother has some candy or a pie he insists upon a piece that is just as large as his brother's or sister's. Right here, in early babyhood, is inculcated that American spirit of my right, and the love for ownership is established.

We next notice him, he is ready to go to school. He has his possessions, his slate, his toys, his book, and last but not least, his pencil box. He is happy and contented. He owns all the world. I like to think of him at this period of life, as described by Whittier, in his "Barefoot Boy:"

Blessings on thee, little man; Barefoot boy with cheek of tan; With thy upturned pantaloons, And the merry whistled tunes.

The boy goes to school, he grows intellectually and physically. What the teacher ought to be doing with him until about fifteen years of age I will speak of later. I want to address myself to the parents.

The boy is now fifteen years of age. This is the critical period of the farmer boy's life. If the parents would only be on he alert very few farmer boys would think of leaving the farm. He does not consider toys as possessions any longer; he hears of the boy in the city, that is misrepresented to him, and he says where is my right, for that spirit of ownership and right is still in his mind, and bursts forth with vehemence. It is the duty of the parents to satisfy that desire of ownership and that spirit of right. If the parents would give him possessions that he does care for; if they would say, "Here, my son, is a horse and a buggy, or a cart, if you please. Treat the animal kindly and it is your own. Here is a ten-acre field; plant it in whatever you wish; cultivate the crop and sell the produce and the money will be your own." Let the boy start a little cash account of his own. Put responsibility on the boy. Get him interested in the farm. We are always interested the most in concerns in which we have a share, and the boy will not be interested in the farm unless he has a snare in it. How would the boy feel? Need I ask? Boys treated in that way would seldom think of leaving the farm. mistake that some of the parents make is they keep their boys at home too much: Take him occasionally to the city, and let him see how the city laborer has to work to make his living. You would scarcely believe it if I told you that there are farmers in St. Clair County who have from two hundred to three hundred acres of the very best land who have never seen a city as large as St. Louis. It is true. What are the consequences? The boys brought up in this way are the ones that are liable to be discouraged with their lot, for they have nothing to compare. They hear of the fabulous wealth of the city and resolve to go there. Think of it; how that element that is found in the city laugh in their sleeves when they see an unexperienced country lad come to the city. He will nine times out of ten make a failure. He will become a poorer, but a wiser boy. You have proof of these in every community. This was all caused by ignorance through the lack of visitation. I repeat it-take the boy frequently to the city and let him be instructed. Let him see how things are worked in the city so that he will not be worked himself. All farmer boys receive a great deal of their education from the city. I used to get such a load in a stay of a day or two in the city that I was glad when I was back home in the country for a week to digest it. In our present advancement of civilization only the practical and shrewd can make a living that is worthy of being called a living, and this shrewdness must be gotten from the city through visitation.

Now, speaking of the country in regard to social relations. The country is the paradise of this earth! It is the way God made the world, the city the way man made it. The contrast! There is one part of the country life that must be drawn closer if we want the boy to stay on the farm. There are the social relations. I notice by observation and by speaking with the farmers all over this State, the social relations are dying out. What are the farmers doing? Do they forget that they are descendants of Father Adam and Mother Eve, consequently brothers and sisters, and that God intended us to live as such. What will be the effect on the boys? Do you think they will want to live in a community where every man is a hermit, where every man lives the life of independency and not as so beautifully described in this poem:

"I live for those who love me; Whose hearts are kind and true, For the heaven that smiles above me; And awaits my spirit, too."

Oh! when will the time come when we will have those old-time parties, a frequent occurrence when those good old games, blind man's buff, drop the handkerchief, little brown jug, dish-rag, etc., will again be played by the country lads and lassles? I believe I know—just as soon as the farmer starts to love his neighbor more and his dollar less. Create stronger social relations among the boys; let them go fishing together; let them go out on the bike together; let them attend these old-time social gatherings, no matter if they take the longest way home, and love and harmony will be created among the boys that is described in this old adage. "They will resolve to stand with each other and fall with each other."

The three points: (1) My right and my love for ownership; (2) visitation; (3) social relations, are mainly addressed to the parents. Who is going to bring these before the parents? It is the duty of the teacher. The teacher is usually regarded as a man of authority in his community. All reasonable parents will listen when the teacher has something to say concerning the future of their boys. Of course, with the unreasonable you can not reason and a remedy is needed that I don't know of.

THE TEACHER'S INFLUENCE.

Make the farm the center of all your school work. Can you do it? The farm is the foundation stone of all progress in civilization, and as the school is the main promulgator of civilization the farm can be made the center of the country school. We can teach all subjects in the country school curriculum, using the farm as the foundation. This is in accord with the latest pedagogical ideas. If you make the farm the source of all knowledge in school the boy will come to realize as it is true, that the farm and farmer are the most important factors in this world. He will not hang

his head when somebody calls him a farmer boy or hoosier, but he will hold his head high and be proud.

Teach the boy nature, if you want him to love nature, and he has it on the farm. How are we going to do that?

Let him be influenced by literature. Literature of nature, written by authors who understand nature. I just now think of such poems as "Maud Muller," "Barefoot Boy," "Thanatopsis," and the like. Discuss such works with the boy in school, and I can assure you the boy will really become so enthusiastic that he will see sermons in stones, and songs in the rippling waters of the brook. He will be appreciative, and not think that nature has to be that way, but thank God it is that way.

When the farmer boy gets to the age of fifteen, he usually stops school, but this should not be. Every farmer should send his boy to some higher institution of learning than the country school. After he has thoroughly imbibed the love of nature, the farm, let him study agriculture as a science. We have one school in the State that answers this purpose. It is the Agricultural Department of our State University.

Very few farmers in our present advancement of civilization see the need, or else cannot afford to send their boys to such schools. What is the remedy? I would say, establish a school of such a character in every township. Call it a township high school, if you want to. It would indeed be a grand topic to discuss the value of such schools. With a higher education, the farmer would be better able to perform to perfection the duties of American citizenship.

He would be able if called upon to represent his district in the Legislature, or even in the halls of Congress. This would do a great deal towards the prevention of corrupt legislation. It would end the occupation of the professional office-seeker, because the farmer would then be competent to represent the interests of his own community. The educated farmer boy will become a power in his community. With an early practical training on the farm, which has taught him the practical arts and details of agriculture: with a scientific education, which has taught him the reason and fundamentals that underlie the art and practice of agriculture, so that he is able to intelligently apply the forces of nature, the discoveries of science and inventions to his occupation; with the aid of the present inventions that rob farm labor of its exhaustive manual toil; with a well-nourished, healthy body, surrounded by the uplifting influences that bathe those who live near to nature; and again with an educated, trained mind, uncontaminated by the deadly vices that flourish in the polluted moral atmosphere of the city; what a prospect of usefulness and happiness is open to the boy that remains on the farm compared with the boy that goes to the city at the end of the nineteenth century.

New Baden, Ill., November 14, 1899.

Nothing can be more baneful to the mental growth of the child than the tendency to abolish the recess period. Play is a splendid tonic for many of the common ailments in school life, as our own childish experiences can testify. Let teacher and pupils enjoy the recesses to the fullest extent. Let them get out in the yard and play. The exercise, the sunshine, the bracing air will give life to the body, and quicken all the mental activities for the actual school-room tedium.—Arkansas School Journal.

OUT OF THE DEPTHS.

A STUDY OF THE CALLA.

BY J. P. MCCASKRY.

In the depths of the human heart are good and evil. Let us put in all the good we can, and put it deep, as deep as we can. The roiling of this fountain may send out a very foul stream, because it is from a very foul deep; or it may send out a stream of pure, sweet waters, because the fountain is clean. Some weeks ago I sat near two young men. college students, who in the freedom of the place talked. I suppose, as they would have done in their own room. Their talk was only blackguardism, profanity, and slang. The sweetest name, the purest thing, to them was nothing but interjections and by-words. If, during their schoolboy days, thoughts sweet and strong and good, in the language of the masters of prose and poetry, had been imbedded in the deeps of their being, could they be so coarse, degraded and brutal in thought and language now? Could this mental and spiritual filth and abomination be the outcome of such early culture of the taste and the memory?

Some months ago, in Philadelphia, in a popular restaurant frequented daily by hundreds of ladies and gentlemen, two well dressed young men sat down on the opposite side of the table at which I happened to be taking supper. There were but three of us at the table. The young girls were passing from place to place giving attention to the guests, and could readily hear their indecent conversation. After a few moments I told them that their blackguardism must stop. One of them said they were not directing their remarks to me. As I was directing mine to them there was some emphasis to the brief conversation. Everybody around began to give it attention, and they were quiet enough for the rest of their meal. They got away as soon as they could—cowards as well as blackguards.

And this shameless degradation, this moral rottenness, is not at all uncommon. There are thousands of just such young men to be found in our colleges, and tens and hundreds of thousands outside their halls. Can we, by encouraging better memory work in the schools, reduce this crop of dragon's teeth? Out of the depths indeed! It is this deeper nature, in which lie hidden the springs of impulse and action, things we do without thought and continue to do because they have become almost automatic, that we must reach during the period of childhood and youth.

A man noted for profanity, whom I know very well, had almost abandoned the habit. One day being startled by a serious danger which he had narrowly escaped, he burst forth into such a torrent of blasphemy as shocked all who heard him. There was no thought of gratitude because of his narrow escape from death. The flood-gates of his baser nature had broken loose, and all the blackness of that hidden or restrained flood was pouring forth, in a resistless tide, "out of the heart!" Let us put the best, and that in its best form, into the hearts that come under our influence in the schools, always remembering, as we are told in the Book of Wisdom, that "A good man out of the good treasure of the heart bringeth forth good things; and an evil man out of the evil treasure of his heart bringeth forth evil things. For by thy words thou shalt be justified, and by thy words thou shalt be condemned."

BY BESSIE L. PUTNAM.

Scientists tell us that plants consist of three parts onlyroot, stem and leaves—and that all other portions are simply modifications of one of these three forms.

The Calla is a wear-mown representative of the Arum family, numbering about 900 species, and found chiefly in tropical regions. This interesting group furnishes also the Caladium and Amorphophallus of the greenhouse; while in our own swamps the wild Calla, skunk cabbage, Jack-in-the-Pulpit and Golden-club furnish an abundance of material for tracing family resemblances.

The thick, brown portion commonly called the main root of the Calla is a good illustration of the rhizome, really a subterranean stem. From it proceed numerous fibrous roots which lengthen mainly by the addition of cells near the end. Gray says of roots in general: "The root does not grow from its naked apex, but from a stratum immediately behind it; consequently its blunt or obtusely conical advancing tip consists of older, firmer and in part effete tissues. The tip of all secondary roots is similarly capped and protected. But the so-called root-cap is seldom so distinct or separable as to deserve a particular name." A study of the structure of roots dispels the common notion that if the large "root," or a portion of it, is secured, the little ones are not necessary. Really, they are the ones that do the work, though if a portion of the main root-stock is secured it will generally have sufficient nourishment stored within to send out other roots in place of the maimed or missing mem-

Examination of the root system of the Calla suggests its love for an abundance of nourishment and moisture. A cross-section, viewed under a pocket lens, shows a loose, spongy structure, capable of absorbing and retaining a large quantity of liquid matter, proof of which may be obtained by that which exudes on pressure.

The stem is smooth and cylindrical but for the groove on the upper surface. (What mechanical advantage in the cylindrical form? What plants have square stems?) A cross-section shows its structure to be soft and spongy, made up of loose cells and air passages differing little from each other save in size. Many plants, as the apple and the rose, are characterized by a central pith surrounded by circles of woody fibre, and these in turn are enclosed by bark. Such plants are called dicotyledonous, because the seed-leaves commonly appear in pairs. Others, like the Calla, Lily, and Iris, show no such concentria arrangement, the woody fibres, when existing, being scattered through the stem. These are called monocotyledonous, the seedling appearing first as a single leaf. The latter prevails in tree form in the tropics, the palm being a royal illustration.

Like the root, the stem of the Calla is finely adapted to its semi-aquatic nature. By placing a leaf and stem in a solution of carmine or other coloring matter, the rapidity with which moisture is taken up will be readily seen.

Each leaf appears from the sheathed base of its predecessor; and if there seems to be a deviation from this rule by the appearance of two leaves from the same place, one may feel reasonably sure that a bud will next appear. Each

leaf is very neatly rolled up longitudinally in the manner known to botanists as convolute.

The pure white spathe, popularly called the flower, is botanically a modified form of leaf which serves as a protection to the flower, and in some species to attract insects. The true flowers—a whole colony of them—are clustered on the central spike which might easily pass for a pistil to the uninitiated. These flowers, so small and inconspicuous when viewed singly, are without petals. The lower ones are pistillate, and when properly fertilized with pollen, capable of producing seed. These conditions, however, rarely occur in cultivation. The golden yellow color of the upper portion is due to the pollen on the anthers of the closely-packed staminate flowers.

Compare with the Black Calla, and other allied forms, noting the points of similarity and difference.

Harmonsburg, Pa., November 10, 1899.

AS OTHERS SEE US.

AN INSPIRING LETTER FROM SUPERINTENDENT FAIRBANKS.

In your issue of November I find some very suggestive articles and rich educational thought. One cannot read the articles carefully and thoughtfully without some educational uplift, and much real enjoyment. It seems to me there is marked increase in the breadth and depth of educational writers as a class, and your last journal emphasizes this fact. I wish to mention a few of these inspiring articles: "The Teaching of Poetic Masterpieces," by Edwin A. Greenlaw; "The Better Way," by J. P. McCaskey; "Education," by W. W. Davis; "Competitive Marking," by E. Benjamin Andrews, and many rare quotations and editorials you have given us. D. M. Harris dishes us out some rich viands in the way of "Extension of the Student Life," "Why Boys Leave School," "Educational Journalism," "Education of the Will," etc.

Under "Educational Journalism" is quoted from Mr. Oscar H. Lang's address at Los Angeles, some of that gentleman's advice to editors of school journals. He suggests or advises that these persons, men or women, "should possess a correct educational perspective." As I have not read Mr. Lang's address and therefore do not know how he discusses this point, I am in the dark as to what he means by "correct educational perspective." I would infer from what I have quoted that no one in the field of "Educational Journalism" does possess this necessary quality, in Mr. Lang's opinion. If not, how thankful would we be if Mr. Lang had given us what this "correct educational perspective" is. Who possesses it? What is it? Are there any two educators or writers on the American continent that are original thinkers, who agree as to the correct educational perspective? Is it not well that we do not agree? Is not the field so vast that no one mind can compass it? Is not there sufficient room for all of us to beat the field in every direction and each bring home rich finds for himself and his neighbors? Is not education a growth, and does not this growth reach into the infinite? The perspective of every one of us who thinks has changed in the last

century, and those in a century to come will have an entirely different perspective from that we possess.

But this article from which I quote distinctly says that the "theories of education have undergone a revolution," in the last few years. Then that one who thought he had a correct perspective twenty-five years ago has been swept from his moorings and he is again at sea. Who says he has a correct perspective to-day? We may waken up to-morrow and find all our fine-spun theories to be but the apples of Sodom. But these fine-spun theories may be a fine thing in their day. They tickie the fancy. We follow this will-o'-the-wisp as children, butterflies, and the exercise strengthens us and gives us a better appetite for our dinners. There is good in everything—even in the ignis fatuus and Dead Sea apples—and in telling others what would be good for them.

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It further says in this interesting article that: "It is a mistake to conclude that an educational journal cannot afford to give offense to any one." I am unable to see how an educational journal with a correct perspective could give offense to any one. If such a man exists he would have to be a philosopher of the highest order, and his theme would be too grand and vast to offend the most delicate sensibility. Querulousness and adverse criticism is not the part of a great teacher. It is not educational. Harris comes nearer my idea of a great educator than any one else I know, and he never gives offense to any one in any of his writings or criticisms, because he is too large. But what I have seen of Mr. Lang's article I like. While I cannot see anything as he does, I enjoy what he says and thank him for giving me something to ponder over. It would be very monotonous if everybody saw through my eves.

Springfield, Mo., Nov. 18, 1899.

MISSOURI STATE TEACHERS' ASSOCIATION.

The annual meeting of the Missouri State Teachers' Association will be held at Jefferson City, December 26-29. An excellent program has been prepared. A special rate of one fare for the round trip has been secured on all the railroads, and there will be a grand free excursion to Columbia and return. Altogether there are more attractions and greater inducements than ever before offered, and every Missouri teacher ought to attend and enjoy them.

Men of humor are, in some degree, men of genius; wits are rarely so, although a man of genius may, amongst other gifts, possess wit—as Shakespeare.—Coleridge.

Seize life where you will, it is interesting.-Goethe.

Let your literary compositions be kept from the public eye for nine years at least.—Horace.

God oft descends to visit men, unseen and through their habitation walks, to mark their doings.—Milton.

The manner of a vulgar man has freedom without ease, and the manner of a gentleman has ease without freedom.—Chesterfield.

Educational Notes.

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BY D. M. HARRIS, Ph. D.

ARE THERE TOO MANY STUDIES?

The recent introduction of so many new studies into the public school has given rise to a great deal of discussion. Are there too many studies, is a question of great importance. If pupils forty years ago had all they could do, certainly pupils of to-day are over-crowded. One of the difficulties is that we still give too much time to purely formal studies. Too much time is devoted to reading, writing, geography, arithmetic and grammar. These are all important. but they can be acquired very largely while engaged in the pursuit of more important knowledge. It should always be kept in mind that we do not learn to read just for the sake of reading. It is possible to learn how to read while studying history, literature and science. Geography can best be learned in connection with history. Much too much time is given to arithmetic in most schools. Arithmetic is one of those studies that can be practically taught all through the course. But even after we make room for more studies by shortening the time devoted to the essential studies there is still danger of overcrowding. No one mind, especially no child mind, is capable of grasping all the studies now thought necessary to a well-educated person. There may not be too many subjects in any one school, but it is easy enough for any one pupil to undertake too many studies. The remedy is in selection. Optional studies should be placed very near the beginning of the course. As the pupil has fairly well mastered what all concede to be the essential studies there ought to be selection. Here is a difficulty which the average teacher is hardly wise enough to master. How to choose for a child of ten what studies shall be pursued and what neglected is a problem which must be solved without the necessary data for its solution. Here is where most blunders in education are made. Having started the ten-year-old child on its life career it is not easy to correct mistakes. If optional studies are to be introduced into the grammar school there must be a large increase of teachers. Increasing the number of studies forces the increase in the teaching force of every school if the work is to be well done. Here the necessity of increased expense raises a huge difficulty. In the rural and village schools under our present system it is next to impossible to carry out the ideal systems advocated by educational theorists. If the country school is to enjoy the same advantages as the city school there must be a reorganization of the whole system of rural education. We have too many studies without more teachers and we can not have more teachers without more money. Fifty pupils are too many for one person to teach, especially if the new studies are to be admitted.

Many books require no thought from those who read them, and for a simple reason—they make no such demands upon those who wrote them.—Colton.

INDUSTRIAL EDUCATION IN CUBA.

The pledge of the United States to give the Cubans self-government stands in the way of doing very much for them educationally unless we defer for many years the evacuation of the island. It is now admitted by almost everybody that the Cubans are not at the present time capable of self-government. General Lūdlow, Military Governor of Havana, in a recent interview said that eighty per cent. of the Cubans are illiterate and that this is the reason why they can not govern themselves. General Lūdlow admits that but little progress has been made in preparing the Cubans for their task. He thinks that industrial schools are the great need of the people. Upon this he says:

"What we need most is a system of industrial schools, in which youths of the city and country can be taught trades and occupations. The education of the children is another matter, as it must be started from infancy, but the boys now growing up must be taught something useful, that they may earn their living. It is too late to start them on a thorough course of education. They would be too old to be of any good by the time they had attained a common education. Therefore they must be taught something that will enable them to live, and then the children must be taught systematically. It will take a long time to educate the people of Cuba up to the standard of our people."

When it is remembered that one-third or more of the Cubans are negroes the task before us looms up in gigantic proportions. But the Cubans are not a bad people. They need knowledge and moral and religious instruction. General Ludlow is right in saying that they need industrial education most of all just at this time. But if we are to elevate the Cubans to our standards something more is needed than industrial education. The foundations of moral conduct must be inbred and here is where one of the bitterest struggles will take place. The religionists will differ as widely as the poles on the question of educational control in Cuba. Nine-tenths of the people are devout Catholics, whatever may be their moral character. They may not think much of their local priests, but they are intensely loyal to the Pope. It will be comparatively easy to establish industrial schools, but when it comes to the control of the ordinary public schools there will be a bitter controversy. We quite agree with General Ludlow in his opinion that industrial education and industrial stability are the greatest needs of the people at this time. But there can be no safety where eight-tenths of the people are illiterate. It will take time, at least a generation, to overcome the illiteracy of the people. This work can not be accomplished in a day. Capital will be slow to flow into a country where the question of permanence is still unsettled. If revolutions are to occur in Cuba with as much frequency as they do in South America it will be a long time before the island is redeemed.

The creation of a thousand forests is in one a corn.—Emerson.

It is the old lesson—a worthy purpose, patient energy for its accomplishment, a resoluteness undaunted by difficulties, and then success.—W. M. Punshon.

EDUCATION IN OUR COLONIES.

The annual report of Dr. Wm. T. Harris, Commissioner of Education, is full of valuable information, as all his reports are. He devotes considerable space to the discussion of educational work in our new possessions. The commissioner is not carried away with the idea that we can at once supplant Spanish customs and introduce the English language by compulsion. There is no more dangerous experiment than that of forcing a people to give up their language or their religion. In all our new possessions the Spanish language is the vernacular, and any attempt to put English in its place by any other than natural means will prove a disastrous failure. Upon this point the commissioner says:

"There are a few examples in the history of nations of compulsory introduction of a new language in newly acquired territories, but these have been signally unsuccessful in effecting their purposes. Of course, the policy will not be considered for a moment by the United States. It is reasonable, however, that the new colonists should be taught English as the most useful of foreign languages. If it should happen that in future years, when all of the inhabitants are acquainted with the English tongue, Spanish should fall into complete disuse, that is an event not in any way to be contemplated now. Certainly the children for many generations should know not only English but also Spanish, and have pride in all the good things that belong to the history of Spain. They will be all the stronger American citizens for it. But a suspicion among the Spanish citizens that an attempt will be made to dispossess them of their Spanish tongue will make all attempts at improving their schools worse than useless."

We think that our Commissioner of Education fails to appreciate the important fact that no people ever acquires two tongues through the school room. There are many communities in Europe where two tongues are spoken, but only where two different races live side by side.

In our Spanish colonies the elect few will learn English for commercial or literary motives, but the great masses of the people will go on speaking their native tongue. All the money our Government spends teaching English in Porto Rico, Cuba or the Philippines will be thrown away. We think, therefore, that the following suggestion is out of place:

"It is all important that in the reorganization of the schools in Spanish countries we do not attempt too much in the way of introducing the English language. All of the daily lessons except one should be given in Spanish. The one exception should be a lesson in reading elementary English. The lesson which is given once a week by the Spanish-English teacher should be left to the regular teacher of the school for repetition during the rest of the week. If it is demanded that other lessons, such as arithmetic, geography or history, to be taught in English, there will be just ground for suspicion on the part of the Spanish population that it is the purpose of the United States to enforce the use of the English language in these territories."

The commercial classes in our Spanish colonies will learn our language provided they have trade enough to make it profitable. The idea of teaching English by giving

one reading lesson a day seems to us wholly impractical. The poor results we get from teaching German and French in our public schools ought to be sufficient to defeat any such proposition. Whenever a large influx of English speaking people into our new possessions makes it possible for the islanders to acquire English by daily contact it will be time enough for us to teach our language in the public schools. Unless we intend to overrun the islands we may expect that hundreds of years will pass away before our Spanish subjects learn English.

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OUR POLYGLOT FILIPINOS.

There are different opinions as to the number of tribes and tongues in the Philippine archipelago. Dr. Jacob G. Shurman, president of Mr. McKinley's Commission to investigate the condition of the islands, says there are over sixty different tribes differing from one another as much as the French differ from the Italians or Spanish. Dr. Wm. T. Harris in his annual report makes the following statement:

"It seems that there are something like thirty languages and dialects spoken in the different islands composing the Philippine group. The Visaya dialect leads, with 2,024,409 natives who speak it. The Tagalo dialect is spoken by a little more than one-half as many natives, namely 1,216,508. There are five other dialects, which are spoken each by over 100,000 natives. These are the Cebuano, Ilacano, Vical (Bicol), Pangasinan and Pampango. In 1869 these seven peoples included nineteen-twentieths of the entire native popul lation. The Tagalos and the Visayas are of the Malay race, and were Christianized by Catholic missionaries in the sixteenth and seventeenth centuries. The number of Christians in these two peoples, together with those in the other tribes of Indians, amount to over 6,000,000. The total Spanish population, aside from the army, including those born in Spain and also those born of Spanish parents, amounts to less than 10,000 persons. The Catholic missionaries have organized a school system. The University for the Philippines reported about 1,000 students in 1858. The total number of graduates from it is reported as about 11,000."

Now, whatever be the number of tongues the prospect of Americanizing such a motley throng is nebulous at best. Spain ruled the island nearly four hundred years without introducing the Spanish language, except among a limited number of educated people. There are less than 10,000 Spanish-speaking people in the islands after so many centuries of rulership. The isolation of the tribes because of the nature of the country has perpetuated the tribal system and preserved a Babel of tongues. There is no prospect that Americans in any great numbers will flock to that tropical region. The idea of teaching the English language in the schools of the natives seems to us highly fantastic. Tradesmen will seek to learn English, but the masses of the people never. We must prepare to learn the language of our colonies if we expect to govern them intelligently. If we are to have governors, judges, and other officials put over the Filipinos they must be taught the language of the people. It is absurd to expect them to learn our language just to accommodate us. If the open door policy is maintained Spanish, German, Russian, French and Italian will be almost as much needed by the Filipinos as English. Our consular and diplomatic service must be put on a different basis. In our great universities and colleges we must provide for the education of our diplomats and consuls. In the distant future the English language may become the language of the Orient, but we do not see much sign of a linguistic revolution. Unless revolutions move much more rapidly in the future than in the past the Filipinos will still be a polyglot race when Gabriel blows his trumpet.

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WOMEN'S CLUBS AND THE SCHOOLS.

This is the era of women's clubs. The women of America are banding themselves together for culture as the women of no other land are doing, and they are making remarkable progress in the acquisition of knowledge and culture. It was not to be expected that our women should educate themselves and have nothing to do with their requisitions. As soon as they found themselves in possession of new information they began to look about to see what use they Naturally enough they turned first of all could put it to. to the schools where their children are gathered for instruc-They are making inroads upon the educational work of the country that promise great good to the public. The Federation of Women's Clubs in Missouri at its recent meeting adopted a paper of much interest. We give the seven points that touch upon educational work. We quote as

"It is proposed in the future to emphasize, first: Careful study of educational principles and persistent effort in applying them; consideration of the changes needed to adjust the work of the schools to the demands of sociology, psychology and industrialism; inquiry concerning the present amount of educational and penal tax, and the desirability of making education formative rather than restrictive or preventive; investigation into the causes of unsanitary conditions, of dullness of pupils, of lack of self activity or of over-pressure.

"Second: Manual training and the study of domestic science. (a) For their direct educational value in the development of the brain through the training of the special senses and in the effect of muscular and motor training of the mental and moral life. (b) As a means of retaining pupils, especially boys, in the schools, and removing that repugnance or indifference to study which is the source of much of the absenteelsm. (c) For the influence upon character in showing the real dignity of labor, and the delight of labor in its homely phases.

"Third: Vacation schools. With the close of the school years begins a period of danger to the morals and health of the children of many localities. They are left without playthings or legitimate amusements, and are left for weeks exposed to the temptations of the street. It has been said that vacations are the devil's seed-time. Whenever the vacation schools have been introduced, the immediate result has been to lessen the per cent. of juvenile crime. The importance of these vacation schools and also of evening schools and parental schools during the year cannot be overestimated.

"Fourth: Public free kindergartens. They secure two or three years of the most important years in the child's life for educational purposes; they thus lengthen the school life which now for the average child in the United States is four and three-fourths years; they give to the child's development from the first the creative impulse and the right intellectual and moral trend.

"Fifth: Mothers' clubs, parents' and teachers' unions, and all means for uniting the home and the school.

"Sixth: The improvement and enrichment of the four lower grades of all schools, where 80 per cent. of the pupils in the schools now finish their education. Clubs can do no more important work in a community than to endeavor to secure for these grades good facilities and teachers of broad culture, noble character, thorough education and professional training.

"Seventh: The necessity for securing by requests to superintendents and educators, by discussion and investigation of methods, and by every means possible, systematic instruction and training in morality in all the grades of the public schools."

THE ESSENTIAL STUDIES.

Educators are still debating the question, "What are the essential studies?" One quaint, old-time pedagogue said, "Teach a boy his letters, and if there is anything in him he will learn all the rest." This would greatly simplify the subject of education, but it does not agree with the experience of mankind. It may be doubted now whether it is even the first step in education. Indeed, a vast amount of important knowledge can be acquired without the alpha-But all are agreed that reading, writing, grammar, spelling, arithmetic, geography and history are essential. But the man or woman who stops with these studies is not educated in the essential things. Some knowledge of physics, music, physiology, zoology and botany, it seems to us, are all important to a well-educated human being. Indeed, one might get on quite as well without a knowledge of arithmetic as without some scanty notion of physiology. Much more depends on our knowledge of ourselves than on our knowledge of numbers. If we are going to make an intelligent citizen it is difficult to see how we are to leave out civil government. It may be argued that by having a knowledge of the art of reading these others may be acquired, but as a matter of fact those who leave school ignorant of physiology or civil government throughout life. The art of drawing in these days is almost as essential to success in life as the art of writing. In the factory and in the workshop drawing is as important as any other branch of knowledge. The truth is it is very hard to fix a rigid line where the essentials end and where the non-essentials begin. When we begin to add what is essential it is difficult to tell where to begin or end. The common school education need not be ideally perfect. But we contend that as far as it goes it should be such that the pupil could continue his studies without serious loss. An ideal system or course of study leaves the learner prepared to advance wherever it may be found necessary to stop.

The brave man seeks not popular applause, nor, overpowr'd with arms, deserts his cause; unsham'd, though foil'd, he does the best he can.—Dryden.

The Educational Field.

COMMON SENSE.

SCHILD STUDY Colonel Parker has recently been taken to task for saying that "the modern school was MONTHLY.] the most unnatural place on earth for human beings." We do not know in what connection remark was made - other than that it was to the students of the Chicago University-and so we cannot judge how much of exaggeration there is in it; but is there not also some truth? Is there not something unnatural and self-stultifying in the attempt to prepare young people for the duties and responsibilities of a work-a-day world by shutting them in a college away from contact with the work-a-day world, until some of them come to be beings apart from ordinary mortals? "He will know more when some of the Latin is rubbed off him" does not mean that the Latin is a detriment, but that his education is onesided: that he will be a better-rounded individual when, in addition to being able to distinguish between a Greek accusative and a Latin dative, he can go into the marketplace and distinguish between sirloin and side-pork.

When shall we have a system of education that shall make it impossible for the student, in cultivating his sense of uncommon things, to lose his sense of common things,

his common sense?

THE BOY WITH A GRIEVANCE.

IN. Y. SCHOOL No matter how well the school seems to "go" there is one boy at least who [OURNAL.] will return home with a grievance, and it is sometimes better to consider his case than the ninety and nine that seem to be satisfied. "Beware of the man who praises you" is a Chinese proverb of the days of Confucius. There is good occasion for question when "all men speak well of you." The best lessons are learned from our enemies. The British will know before this present conflict is over whether they are in a condition to do effective fighting or not. The boy with a grievance is thinking whether he cannot persuade his father to let him stay out of school and go into business. He feels slighted, or he doubts the good will of the teacher, or he doubts his own ability to learn, or he thinks it is his coat or boots that condemn him, or that some other boy whom he despises is preferred to him, or he thinks he is under suspicion, or he is tired of going over the same "old arithmetic" year after year-besides there are other reasons for his grievance he cannot put in words.

Is it not well to know who have grievances? A very popular clergyman made it his business to know who were dissatisfied with his sermons and why; he said that he gained much good from them. A certain teacher opened a "complaint box," asking every pupil to state on paper things he considered in need of reform; it was not much used but he received some good hints from it.

A boy in a New York public school was accused by his teacher of breaking a pane of glass in a window. He denied the charge and explained that he was some distance from the place; but he saw that the teacher did not believe him. This occurred almost fifty years ago, when there was much severity employed in the treatment of school boys. The attitude of the teacher was so threatening that the boy stayed away from school. A relative going to California consented, at his earnest request, to take him West. After thirty years he returned and sought his old teacher whose first words were, "Horace, I found out that it was not you who broke the glass." Until then Horace had kept his grievance.

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It is well as the hour for closing the session approaches to look around to see if any have grievances and if possible to remove them. Many boys and girls leave the school to take up heavy burdens at home; the light, the joy, and companionship will disappear. Let him not carry a grievance against his teacher into his home; let him feel that everywhere the teacher is his friend.

DISCIPLINE.

Parents who have signally failed in securing **INEBRASKA** obedience from their children often feel TEACHER. called upon to give advice to the teacher. They gravely offer the information that you cannot drive John. You may lead him or coax him, but you cannot drive him. (The idea that the teacher is a driver is probably a relic of the days when the chief equipment of the school was a good whip, and the highest qualification of the teacher was the ability to use it effectively.) At once there comes to the teacher's mental vision a picture of such a parent's method. It is, "Please, John! Come now, be a good boy; oh, do; I think you might," and so on with all the inflections, circumflexes and pleading accents of which the voice is capable. But John is used to this kind of moral suasion and takes it for what it is-weakness instead of kindness. The wise teacher thanks the parent for this insight into John's character, remarking what a good thing it is for patrons and teacher to have a perfect understanding. At the same time she wonders why it is that people who have utterly failed in controlling their children should be so anxious to have the teacher adopt the same method, and inwardly determines to take a very different course. What the boy needs is firmness, strength, decision, and this the teacher supplies, using vigorous means if necessary. The child soon perceives the difference between weak coaxing on the one hand and strong leadership on the other, and not only adapts himself to the changed conditions, but admiring the strong will of one who is able to command obedience imbibes some of that character and begins to be self-controlling. Many a boy's parents are so weak that he is practically an orphan; but coming under the tuition of a strong and self-reliant teacher he first learns self-control, then self-guidance and finally to command others. This discipline is worth more than all the knowledge gained from books, but is most easily, and perhaps only, acquired along with knowledge.

A beneficent person is like a fountain watering the earth and spreading fertility.—Epicurus.

PROFESSOR OF BOOKS.

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[N. C. JOUR. A principal part of the work of the teachers of RD.] in the elementary and secondary schools is to train the children in the use of good books; to help them form a taste for good reading and a knowledge of good, wholesome books. But to do this, the teachers must themselves have had such training as will enable them to do this. The normal schools and the summer schools for teachers should make this a large part of their work. There should be in every such school what Carlyle calls a professor of books.

[N.C. JOUR. If the read, read, read habit, and the write, of ED.] write, write habit are not balanced up by some oral language training in the schools, conversation will soon become a lost art, and stammering and stuttering will be the fashionable mode of expression.

[SCH'L MOD- No opportunity should be omitted for moldgrator.] ing public sentiment educationally. Of course, teachers need to be inspired and kept growing, but there is more need now of putting the right spirit and correct educational notions into the people. The country school commissioner who is not working in this direction is not awake to the situation.

[WESTERN If nine-tenths of the books on psychology sch'l jour.] were burned, would the loss to pedagogy be visible to the naked eye?

Let district and city boards everywhere give teachers the Thanksgiving holidays, that they may have the opportunity to attend the educational meetings. It will pay.

Here is another school-room "Don't," as an addition to the long list we find in some of our exchanges: Don't be publishing too many Don'ts. As a variation, publish a few Do's.

Do we not often in our discussions at educational meetings waste time, in the words of Augustine Birrell, "illustrating the obvious, explaining the evident, and expatiating on the common-place?"

SUPERINTENDENCE N. E. A.

The Department of Superintendence of the National Educational Association will hold its next annual meeting in Chicago, February 27 to March 1. A large attendance is expected and a program of unusual excellence is promised.

SOUTHERN EDUCATIONAL ASSOCIATION.

The next annual convention of the Southern Educational Association will be held at Memphis, Tenn., December 27, 28 and 29, 1899.

Questions of great importance to the educational interests of the entire country, and more especially to the people of the South, will be discussed by educators and thinkers of national reputation.

Among the distinguished gentlemen who will address

the convention are Dr. W. T. Harris, United States Commissioner of Education; Dr. Francis W. Parker, president Chicago Normal Institute; Dr. J. H. Raymond, president University of West Virginia; Hon. J. L. M. Curry, general agent for Peabody Fund; Dr. A. S. Downing, president New York Training School; Hon. Henry A. Wise, superintendent public instruction, Baltimore; Dr. John L. Buchanan, president University of Arkansas; Dr. James K. Powers, president University of Alabama; Hon. N. C. Dougherty, superintendent schools, Peoria, Ill.; Prof. Alex. Hogg, Texas; Dr.C.W.Dabney, president University of Tennessee; Dr. E. H. Alderman, president University of North Carolina;



"It scareth me to think I e'en spoke to such a wicked man." (p. 45.)
From "Young Puritans in King Philip's War." By Mary P. Wells Smith.
Little, Brown & Company.—See Library page.

Hon. B. F. Johnson, Richmond, Va.; Dr. J. H. Kirkland, president Vanderbilt University; Dr. R. B. Fulton, president University of Mississippi; Hon. Warren Easton, superintendent public schools, New Orleans; Dr. J. H. Phillips, superintendent public schools, Birmingham, Ala.; Pro. E. A. Branson, president State Normal College, Athens, Ga.; Prof. J. C. Jones, University of Missouri.

Hotels and railroads give reduced rates, and everything points to a very large attendance.

PRACTICAL METHODS.

MEASUREMENTS.

BY F. S. DULANEY.

Notice. First study the diagram, know meaning of the problem before attempting to solve. Solve the following:

- (a) How many acres of land in "Field A," the measurements being given in diagram? (b) Find value of said land at \$43.75 per acre.
- (b) How far will a boy walk in miles, yards, feet and inches in walking around "Field A" thirteen times? (b) Estimating that he walks at the rate of three miles an hour. what would be the time required to walk around it once? (b) thirteen times?

(c) What is the distance from A to B? (b) How much

the depth of 1% in., how much water (in gallons) would be on said land?

- (m) If a railroad were to run across "Field A." as shown by line A-B, what would be the cost to company putting it through if a mile of track work costs \$25,000?
- (n) If five men combine and buy the fields A, B, C at \$36 per acre, what must each pay?
 - (o) Ploughing 3 acres per day, how long will it take a



boy to plow "Field A" and how much would he earn at 841/4c



distance is saved by crossing the field instead of walking around from A to B?

- (d) If wood were piled along the east end of "Field A," the pile being 41/2 feet high and 4 feet long, how many cords? (b) Value of same at \$3.75 per cord?
- (e) Posts are set 81/4 feet apart for fencing "Field A." Find number of posts required; (b) value at 18c each.
- (f) Planks are 81/4 feet long, 4 planks high. Find number of planks required to fence "Field A."
- (g) If the fence around "Field B" should be pickets save such part as joins "Field A," 4 pickets to the foot, how many pickets will be required? (a) Cost at \$5.25 per hundred? (b) Four lines of wire are required for weaving pickets; how much wire should I purchase for fencing "B," as stated in problem "g," i. e., for the sides touching "Field A ?"
 - (h) How many more acres in "A" than "B?"
- (i) Look at the diagram, study same, then see if you can tell me the distance from "K" to "L," following the line
- (j) If the small corner of "Field B," i. e., the corner 10 by 6, is set out in young apple trees, a tree for every 3 feet (linear measure), the distance between rows being 51/6 feet. or 3 rows to rod, how many trees does it contain, rows running north and south? Value of trees at 16%c each?
- (k) If "Field A" yields 22% bu. of corn per acre, what is its value at 18 6-7c per bu.?
- (1) Find the distance from "M" to "N." (b) If the land on right side of line m-n should be submerged in water to

- (p) The diameter of "Field C" is 651/2 rods. Find distance around it; (b) number of acres it contains.
- (q) Which will require the more fencing, "Field C" or a square field of the same area? Explain.
- (r) A horse is tled to a stake in center of "Field C" by a rope ten feet long; over what fractional part of the field may he roam? Explain.
 - (s) Find difference in acres-Field A and B; (b) B and C.

This figure represents a park, the dimensions being 20 rods by 80 rods. Estimate the number of brick, 4x8 in., required for a walk 3 feet wide around it, the brick to be laid flat, no deduction for cracks.

- (u) I now make of you boys (and girls, too) surveyors. Tell me the distance in chains around fields A, B, C.
 - (w) How many yards of carpet will cover this floor:



30 Rods.

Suppose I call this a room 24x30, with ceiling nine feet high, deducting for 2 doors 3 by 7 feet, and 4 windows 3 by 3 feet (1/2 allowance), how many rolls of paper will be required to paper it? (Rolls usual measurement.) Border cost 12c per linear yard, paper 40c per roll. Find cost. Explain

(x) Let the floor dimensions in problem "w" be those of a cellar whose depth is 91/2 feet. Find cost of excavating at 18c per cubic foot.

AMERICAN JOURNAL OF EDUCATION.

(y) A horse is tied to the outside corner of a rectangular building by a rope 17½ feet long; over how much space can he graze? Explain.



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(z) Find contents of bucket as shown; (b) of tub. Pittsfield, Ill., November 22, 1899.

THE DEWEY GUESSING TEA.

BY PERCY V. RENCE.

This exercise may be used to good advantage in the regular school work in the form of a spelling lesson. Copy the words composing the answers on the blackboard in irregular order. Copy the questions without the answers on the board also, and require the pupils to learn to spell the words and to copy the question placing the right answer after each question.

It may also be used as a general exercise in the following manner. The teacher announces the questions orally, and tells the pupil all the questions are to be answered with words ending in ty, and no answer to be duplicated. The pupil guesses the answer, and writes it on a slip of paper with his name and the number of the question. These slips are collected and read after each question is read.

The pupil who has the largest number of correct answers may be rewarded by an admiral's flag, the pupil who ranks next may have a rear admiral's flag. These flags may be made of narrow satin ribbon with stars painted on them and attached to stick pins. They may also be made of colored paper or even drawn on the blackboard with colored chalk and the winner's name written underneath.

- With what tea did Dewey prepare for the battle of Manila Bay?
 Activity.
- What tea was the favorite of his officers and men? Unity.
- With what tea did he maneuvre to enter Manila Bay? Ingenuity.
- With what tea did he lead the way into battle? Subtility.
- What ten was the choice of American gunners?
 Agility.
- What tea demonstrated the effectiveness of their work? Destructibility.
- 7. What tea prevailed at the finish of the conflict?
- With what tea did the Spanish await Dewey? Timidity.
- Of what tea had they an over-abundance? Incapacity.
- 10. What tea fell upon them?

Calamity.

- 11. From what tea did they flee?
 Captivity.
- 12. What tea did Dewey offer them? Charity.
- What tea did Admiral Dieterich send to Dewey?
 Absurdity.
- 14. What tea did Dewey respond with? Captivity.
- 15. What tea was exchanged with the British Navy? Fraternity.
- 16. What tea had Dewey continually? Adaptability.
- 17. What tea did Dewey offer Aguinaldo? Civility.
- 18. What tea did Dewey leave Manila for? Nativity.
- What tea was poured upon him upon his arrival home? Hospitality.



FOOTBALL.
From Amateur Photography. The Baker & Taylor Co. (See Library page.)

 Wha rare brand of tea did Dewey bring home with him?
 Admiralty.

SUPPLEMENTARY.

In case of a tie for position. Though if desired, this can be added before.

- What tea is Dewey's especial pride? Nationality.
- 2. What special tea of insight does he possess?
 Sagacity.
- What tea of mannerism does he abound in? Modesty.
- 4. What tea of habit did he surprise New Yorkers with?

 Punctuality.
- What tea has his unqualified endorsement?
 Christianity. —The Teachers' World.

OUTLINE FOR STUDY OF NORTH AMERICA.

- 1. Position, relative and absolute.
- 2. Size, comparison with.
 - a. Australia as a unit.
 - b. Other continents.
- 3. Coast line.
- a. Features—Hudson Bay, Gulf of Mexico, Gulf of St. Lawrence, Nova Scotia, Florida, Yucatan, Alaska, Lower California.
 - b. Continental shelf.
 - 4. Surface.
 - Position, extent, height, arrangement and character of Primary and Secondary highlands, including plateaus and principal mountain ranges.
 - b. Influence of highlands on the continental slopes; the position, volume and work of rivers; the character of winds; the temperature of air; the occupations of people; and the irregularity and character of coast line.
 - c. Position, extent and structure of the lowlands. Coastal plains, uplands, lake plains, flood plains and deltas.
 - Influence of the lowlands upon industries, drainage and character of shore line.
 - 5. Drainage.
 - Rivers—Mississippi, Ohio and Missouri, St. Lawrence, Colorado, Columbia, Yukon, Mackenzie.
 - Relation of rivers to land forms, land waste, distribution of soil, commercial intercourse and development of industries.
 - c. Lakes.
 - a. Great Lakes, considering their effect upon the St. Lawrence and the climate of surrounding regions.
 - Great Salt Lake, considering its relation to the climate and the surrounding country.
 - 6. Soil
 - Relation to the structure of the underlying rock and to the glacial accident.
 - Effect of ploughing, cutting of trees and cultivation.
 - 7. Climate.
 - a. The temperature and rainfall as controlled by position, surface, winds, indentations of coast and ocean currents.
 - Influence of climate and soil upon the fertility of region.
 - 8. Productions.
 - a. Distribution of the characteristic plants, animals and minerals as determined by the nature of the surface soil and climate.
 - Division of labor resulting from this distribution and the consequent necessity for intercourse between the different sections.
 - c. Special consideration of some of the staple products and typical industries—cotton for the Southern States, or mining for the Middle Atlantic, etc.
 - 9. Commerce.
 - Natural conditions promoting commercial intercourse.

- a'. Absence of surface barriers.
- b'. Great river systems.
- c'. Extensive coast line and good harbors.
- d'. Simplicity of structure, making it possible to connect the different river routes by canals and the commercial centers by railroads.
- b. Commodities-Natural, Manufactured.
- c. Commercial routes.
 - a'. Cities—New York, Boston, New Orleans, St. Louis, San Francisco, Baltimore, Buffalo, Philadelphia, Montreal, Washington, Quebec.
 - b'. Influence of surrounding physical conditions upon the location, growth, commercial importance, exports and imports of each city.
- Influence of the geographic conditions upon the settlement and development of the continent.
 - 11. Political divisions.
- 12. People—Race, Nationality, Education, Religion, Government, General Civilization.

-Journal of School Geography.

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WORDS OF INTERESTING DERIVATION COMING FROM THE LATIN .- Companion is from "con," with, and "panis," bread. He is therefore one who shares your bread. Umbrella is from "umbra," a shade; ounce and inch, from "incla," a twelfth part; vague, from "vagor," I wanderwandering in thought. The word terrier is from "terra." the earth, so named from the fact that the terrier goes into the ground for animals that burrow. Contagion is from "tangs," I touch; study, from "studium," zeal; victuals, from "vivo," I live; stable is the standing place from "sto," I stand; vain, from "vanus," empty;" vehicle and convey, from "veho," I carry; develops, from "velum," a covering, and "de," off; ventilate, from "ventus," wind; virago, from "vir." a man; vile, from "vilis," cheap; vicissitude, from "vicis," change; and envy, from "in," against, and "vides," I see. Perhaps the most interesting of all is trivial. Trench says of it, "Trivial is a word borrowed from the life. Mark three or four persons standing idly at the point where one street bisects at right angles another, and discussing there the worthless gossip, the idle nothings, of the day; there you have the living explanation of the words trivial, trilialties, such as no explanation which did not thus root itself in the etymology would ever give you, or enable you to give others. For then you have the "tres." three, the "vial" ways the trivium, and trivialities properly mean such talk as is holden by those idle loiterers that gather at these meeting of three roads.

O little town of Bethlehem!
How still we see thee lie;
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee to-night.
—Brooks.

When all is summed up a man never speaks of himself without loss; his accusations of himself are always believed, his praises never.—Montaigne.



CHRISTMAS DAY.

Everybody knows that Christmas Day falls on the 25th of December. Of course! So it does—now. But it did not always do so. In the early centuries of Christianity the feast was kept up at various dates in the months of January, April and May. For more than three hundred years, January 6 was Christmas day in the Eastern Church. The Abyssinians call June 21 Christmas day; while among the Armenians Christmas day has always been January 18, and so it is now; but since the middle of the fifth century Christians of both the Occident and Orient have generally agreed to celebrate the 25th of December.

THE KING OF LOVE.

'Twas the grandest event in the records of time When the Savior of men made His advent sublime, When the Giver of Life an infant became, Was laid in a manger, and Jesus his name.

The stars, looking down from their vigils on high, Beheld a sad world in wickedness lie; All heedless of shame, unmindful of fear, Its millions knew not that the Lord was so near.

Let anthems of praise to the heavens ascend; Let dwellers on earth with rapture attend, While the heavenly hosts their praises prolong, And swell in loud chorus the raptures of song.

The Star of the Morning has risen at length;
The bright Sun of Righteousness shineth in strength;
The light of the world will never grow dim,
For God is the light—give the glory to Him.



AN EVENING AT HOME.
From Amateur Photography. The Baker & Taylor Co. (See Library Page).

A CHRISTMAS PROBLEM.

Suppose the reindeer that Santa Claus drives,
Should get fughtened and run far away,
And no one could ever find them again,
What then would the children say?
Then Santa Claus couldn't come any more,
For he never could find his way
And walk so far in one short night,
Unless each day was a Christmas day.

-The Intelligence.

A CHRISTMAS GIFT.

ELLA M. POWERS.

This short dialogue may be given by two pupils, a boy and a girl. The girl should have an old doll in her arms, the boy should carry an old drum, with the head broken.

This doll, Kris Kringle brought last year, Gone is one eye, her hair, her ear; And now some new ones he must bring, The kind that walk and talk and sing. Boy-

Here is a drum I had last year, You see it sounds now very queer; I left it out once in the rain, I've begged for other new drums in vain.

Girl (seating herself at a table)-

Let's write a letter to Santa Claus, Telling him what to bring, because It must be hard to bring, you see, The very things we want; Dear me!

(Girl, reaching for paper, ink and pen, writes. Presently she reads:)

"I'll have a hundred wax dolls when you come,
And please bring a nice, rich sounding drum;
Bring hundreds of books and games, a store,
And a thousand candies and lots more."
The letter is done and now we'll away
And mail it to him right off to-day.

Boy-

I guess he'll think 'tis very shocking,

To expect so much in one small stocking.

—The Intelligence.

THE CHRISTMAS WELCOME.

Tune, "Tramp, Tramp, Tramp."

When the summer time is passed and the harvest housed at last,

And the woods are standing bare and brown and sere.

When the frost is sharp at night, and the days are short and bright,

Comes the gladdest, merriest time of all the year.

Chorus-

Shout, boys, shout the hearty welcome!

Greet old Christmas with a roar!

He has met us with good cheer for this many a merry
year,

And we hope he'll meet us all for many more.

Then away with every cloud that our pleasure might en-

And away with every word and look unkind;

Let our quarrels all be healed and old friendships closer sealed,

And our lives with sweeter, purer ties entwined.

Since we know the blessed power of this happy Christmas hour,

We will keep its holy spell upon our heart,

That each evil thing within that would tempt us into sin, May forever from our peaceful souls depart.

-From Song Knapsack.

There is no dearth of charity in the world in giving; but there is comparatively little exercised in thinking and speaking.—Sir Philip Sidney.

PEACE ON EARTH.

Over the hills of Bethlehem
The night had closed around,
And while the shepherds watched their flocks,
They heard a wondrous sound—
A wondrous sound by angels made,
Who, robed in white array,
Sang, "Peace on earth, to men good will,"
On God's first Christmas day.

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Fearing at first, these lowly men
Beheld the heavenly sight,
For all about the angel throng
Was shed a holy light;
But soon their hearts with joy were stirred;
They sped with haste away
To find the Savior, who was born
In Bethlehem that day.

Not to the high and proudly born
Did God his message show;
The gospel first with comfort came
To humble men and low.
And as they gazed upon the child
Their worship did not cease,
For there, they knew, was God in man,
Come down to earth with "peace."

GREETING.

A happy Christmas to you!

For the Light of Life is born,
And His coming is the sunshine
Of the dark and wintry morn.
The grandest Orient glow must pale,
The loveliest western gleam must fail,
But His great light,
So full, so bright,
Ariseth for thy heart to-day,
His shadow-conquering beams shall never pass away.

A happy Christmas to you!

For the Prince of Peace is come
And His reign is full of blessings,
Their very crown and sum.

No earthly calm can ever last,
'Tis but the lull before the blast;
But His great peace
Shall still increase
In mighty, all-rejoicing sway;
His kingdom in thy heart can never pass away.

—Frances Ridley Havergal.

A CHRISTMAS CAROL.

They tell a lovely story, in lands beyond the sea,
How, when the King of Glory lay on His mother's knee,
Before the Prophet princes came, bringing gifts in hand,
The dumb beasts felt the miracle men could not understand!
The gentle, patient donkey, and the ox that trod the corn,
Knelt down beside the manger, and knew that Christ was
horn.

And so they say in Sweden, at twelve each Christmas night, The dumb beasts kneel to worship, and see the Christmas light!

This fancy makes men kinder to creatures needing care; They give them Christmas greeting and dainty Christmas fare;

The cat and dog sup gaily, and a sheaf of golden corn
Is raised above the roof-tree for the birds on Christmas
morn.

—Mary Field Williams.

BANNER BEARERS.

(Exercise for twelve children. Seven first take their places on the platform, each bearing an American flag. Sing first verse of "Star Spangled Banner.") All recite:

We bear a flag, our Country's flag,
The red and white and blue;
And to this flag, our Country's flag,
Let every heart be true.

- 1 The rose of dawn is in each crimson bar,
 The ray of hope in every silver star,
 Of Purity, the snowy stripes will tell;
 The blue assures us all is well
 While we are looking up to heaven above,
 And trusting in the God of might and love.
- 2 Let me also give the meaning of our colors three: Blue for the truth, and red for courage, and white for purity.
- 3 Thirteen stripes, to each a State, First to make our Union great.
- 4 A star for every added one: Grandest nation under the sun.
- 5 Who bears this flag must upright be and true; Else he's not fit to carry the red and white and blue.
- 6 Thank God for this our banner; Our armies, strong and brave; Our navy, ever ready Our native land to save.
- 7 Thank God, our banner shelters The church, the home, the school; It flutters o'er a country

In which the right shall rule.

(Sing last verse of "Star Spangled Banner.") (Four children appear bearing white flags.)

- 8 Thanks for this other banner; A flag of peace, you say; Yes, and another meaning
 - Its snowy folds display.

 9 Uplift the Temperance Banner
 - Beside the stripes and stars; It, too, will lead to freedom And burst the prison bars.
- 10-11 But who that's to liquor a poor, helpless slave Can honor the flag that ever shall wave "O'er the land of the free and the home of the brave."

(Another child appears bearing a banner, on which is inscribed a cross surmounted by a crown, and a star in the field corner.)

Thanks for Emmanuel's banner, It bears a single star,
The Jewel of the Orient
That rose in skies afar;
It bears a cross, the symbol
Of God's redeeming love;
It bears a crown immortal,
The victor's crown above.

(Children with American flags wave them and recite:)
Wave, wave the flag of freedom!
Uplift our starry flag
On every smiling hilltop,
On every towering crag.



"WITH THIS BELT I CLEAR AWAY THE WEEDS FROM THE PATH."

From Young Puritans in King Philip's War, by Mary P. Wells Smith. Published by Little, Brown & Co.

Ah, how skillful grows the hand,
That obeyeth Love's command,
It is the heart, and not the brain,
That to the highest doth attain
And he who follows Love's behest
Far excelleth all the rest.—Longfellow.

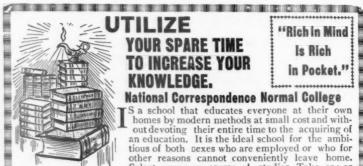


THE HEART OF A BOY. SCHOOLBOY'S JOURNAL, By Edmondo de Amicis. Translated from the 224th Italian edition by Prof. G. Mantellini. Edition de Luxe. 290 pp. 8%x6¼. Price \$1.25. Chicago: Laird & Lee.

This handsome edition of Edmondo de Amicis' masterpiece will delight the heart of many a boy. Alternately pathetic and humorous, and always charming, the author in this story of a boy, his home, his companions, and his school teacher, inculcates many lessons of filial duty, patriotism, unselfishness, obedience, charity. He truly shows us in how many ways we can reach the heart of a boy, and how to develop in him manhood, courage, and a chivalrous devotion to the right. Among other attractions are a large number of the finest illustrations by famous Italian artists, many of them full-page halftone engravings. The book would be an acceptable Christmas gift, and it would be a welcome addition in the library.

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The Christmas Number of Scribner's this year contains several striking novelties in illustration. The methods are not only new, but the results are in every way artistic. Walter Appleton Clark's pictures, which accompany Harrison Morris' Ballad of Three Kings, are as rich in color as an old stained-glass window. The original pictures have been reproduced with absolute fidelity, so that there are none of the violent contrasts of color so often seen when a painting is reproduced by modern processes of printing.

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This is Number I. of the Riverside Art Series, which will be published quarterly from September to June. The size, paper, print and binding are uniform with the Longfellow, Holmes and Whittier Leaflets issued by the same house. The present volume contains 94 pages. The price in paper is 30 cents, in cloth 40 cents, the subscription price for the four numbers bound in paper is \$1.00.

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Perrin & Smith, Pubs., St. Louis.

sales of the Perry pictures and others of the kind show the increasing interest felt in this subject. These books will help to systematize and render intelligent and permanent a movement which without some such aid would probably die because of unsatisfactory results. This first number contains fifteen of Raphael's best and simplest pictures, those in which the story element is most prominent. Among these are the Sistine Madonna, Abraham and the Three Angels, and the Transfiguration. The remaining numbers of the series for this year will be devoted to Rembrandt, Michael Angelo and Millet.

THE YOUNG PURITANS IN KING PHILIP'S WAR. By Mary P. Wells Smith; Little, Brown & Co., Boston. There are stories and stories, but there is nothing so interests the boys and girls of these days as to read of the actual happenings of the early settlers in their struggles with the red men of the forest. King Philip's war was the most exciting period of all the Colonial days. The stories of trial, privation and bravery of the young Puritans in this war with the Indians is told in a very interesting manner, and it will not only interest the young people of to-day, but it will give them much historical information and instruction. The book is handsome and durably bound and beautifully illustrated. See the illustrations on another page of this journal.

Among the many interesting and timely articles in the December Forum are "A British View of the Transvaal Question," by J. Castell Hopkins; "The Status of Puerto Rico," by Judge H. G. Curtis of the Insular Commission; "The Trust Problem-Its Real Nature," by Prof. E. W. Bemis; "Recent Developments in the South," by Leonora Beck Ellis; "The Fundamentals of Fiction," by Prof. Richard Burton of the University of Minnesota; "Africa: Present and Future," by O. P. Austin, Chief of the U.S. Bureau of Statistics; and "Zangwill's Play, 'The Children of the Ghetto," by a Cahan.

The December Atlantic might in some senses almost be called a Chicago number, for three of the most striking and salient articles are by Chicago

authors. Harriet Monroe's "The Grand Canon of the Colorado" is a brilliant and effective sketch of nature and natural scenery; Mrs. Ella W. Peattle's lively "The Artistic Side of Chicago," pictures the aesthetic, artistic, educational and literary features of the great city, while the short story "The Detectives," by Will Payne, is a capital example of the power of Chicago writers in romantic fiction. Chicago has reason to be proud of her contributions to this number of the representative magazine of America.

ILLINOIS STATE TEACHERS' CON-VENTION.

The convention will open Tuesday evening. December 26, with the annual message of the president, A. G. Lane, district superintendent of schools of Chicago. This will be followed by addresses of welcome probably by both Governor Tanner and State Superintendent Alfred Bayliss. The address of the evening will be by C. M. Jordan, superintendent of schools of Minneapolis, on "The Mission of the Common School." On Wednesday evening, at the general sessions, there will be an address by William H.Maxwell, superintendent of the schools of Greater New York, whose work is being watched by every educator in the country. On the same evening Superintendent E. A. Gastman, of Decatur, Ill., will give some reminiscences of his connection with the educational work of the State. The day meetings on Wednesday will be devoted to the general subjects of rural schools, and papers will be read by W. T. Rocheleau, of Chicago; James E. Kirk, of Carbondale; R. G. Young, of Rock Island, and Miss Cora Hamilton, of Pontiac. On Thursday morning Mrs. I. S. Blackwelder, of Chicago, will review the educational work being done by women's clubs throughout the State. In the evening the work of the high schools wil! be discussed. Henry Wade Rogers Is chairman of the committee, and he has secured E. Benjamin Andrews to make an address on "The Value to the Teacher of a Knowledge of History." Miss Elizabeth Harrison, of the Chicago kindergarten college, will also make an address, some time during the convention, on "The Relation of Physical Expression to Educational Development."



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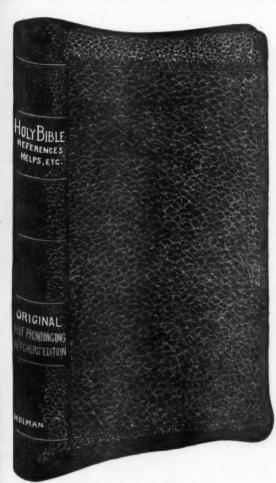
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